A COMPARISON BETWEEN THE MOOD ANALYSES OF THE TWO TALK SHOWS WITH DIFFERENT SOCIAL STATUES

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Abstract : Language cannot be separated from the social context and culture. In everyday communication, people act and react differently according to the interactants, the topics and the ways of communication. This study, therefore, analyzed the Talk Shows with different power statuses-Ellen with Vice President Joe Biden and Ellen with a volunteering Teacher. The analysis is carried out with the use of Halliday's Mood analysis revised by M. Matthiessen (2014) and Eggin (2004). The present study will compare Ellen's use of Mood structures and the functions in interacting with different social beings. It is found out that in the talk with Vice President, Ellen uses questions most (28.37%), followed by the second most frequently used statements (20%) while in the talk with Teacher, Ellen prioritized statements (43%) more than questions (14%). On the other hand, she does not enjoy any Commands (0%) in the talk with the Vice President but to the Teacher (18%). The result shows that more powerful participant has the tendency to answer the questions rather than asking questions, unlike Fairclough's (2001) finding.

Keywords – Systemic Functional Linguistics, Mood Analysis, Power, Ellen Talk Show, Speech Function

INTRODUCTION

What is the function of the meaning in our everyday life? Halliday (1985) introduced the three metafunctions of the language such as experiential meaning, interpersonal meaning, and textual meaning. Experiential meaning is interpreting the language as an experience, interpersonal is as an exchange and the textual is as an message. To talk about context of the situation, Halliday (1985) also introduced the three conceptual terms "Field, Tenor, and Mode". Field is the subject that the participants are talking about; Tenor is the relationship between the participants in the conversation; and Mode is the

medium the participants use to communicate with each other. The material in the present study is the Talk Show, namely Ellen Talk Show, in which there is a great deal of interactions between the participants. Ellen DeGeneres is a celebrity in the United States and has interviewed different people from different social statuses including the Ex President Bush, Barack Obama. Jackie Chan. With the aim to analyze the semantics and lexico-grammatical structures of the exchanges between different social beings, the present study choose to analyze two Talk Shows- the interaction between Ellen and Vice President, Joe Biden and the one between Ellen and a Teacher. In addition, one of Halliday's metafunctions, interpersonal meaning, more specifically Mood analysis, is focused on to interpret the interaction between the participants. This study will compare the way Ellen communicates with Vice President and with a Teacher.

A few researches about Mood analysis in interviews have been conducted and explored the frequency of Mood structures, the participant who enjoyed which Mood structures more and why? Mood analysis of Doctor-patient relation, religious address speech, poems, teacher talk, interview, etc have been conducted. However, a few studies have been conducted about the comparison of the Mood analysis in two Talk Shows. The present study will focus on the main host, Ellen, talking to two different guests with different social status – Joe Biden, Vice President and a Teacher. Ebi Yeibo(2011) from Niger Delta University conducted a research on "A discourse-Stylistic Analysis of Mood Structures in Selected Poem of J.P. Clark-Bekederemo". The discourse is analyzed with Halliday's Systemic Functional Linguistics. The study related the Mood structures with the social contexts and discovered the types of Mood structures enjoyed by the participants. Nguyen Thanh Nga (2017) from Vietnam Military Medical University studied Mood structures used in the conversation between two different social statuses. The title goes "Doctor-Patient power relation: A Systemic Functional Analysis of a Doctor-Patient Consultation". The study discovered that doctor has more power than the patient.

In 2015, three Pakistanians Mehwish Noor, Moazzam Ali , Fakharh Muhabat and Bahram Kazemian from Iran collaboratively published a research about the use of Mood analysis in Research Gate Journal. The research is titled as "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)" and analyzed the religious speech of the Holy Prophet. The result shows that frequency of the different Mood types, a very brief explanation about the speech functions. In fact, in the analysis of 56-clauses religious speech, 32 are declarative, 22 imperative and one interrogative. The writer concluded that declarative is mostly used in order to reveal the higher power status than the audience. Adinoto, T. K. (2012) from Nigeria also conducted a research "Mood

Analysis on Interview Between Oprah Winfrey and Ricky Martin on the Oprah Winfrey Show". Analyzing the interview between two figures, the article examined the frequency of the Mood structures and found out that declarative Mood type mostly occurred. In addition, the interviewee, Ricky Martin, mostly enjoy declaratives so as to give the information. Fikri, Z., Padmadewi, N. N., & Suarnajaya, I. W. (2014) did a research with the title "Mood Structure Analysis of Teacher Talk in EFL Classroom: A Discourse Study Based on Systemic Functional Linguistic Theory". The paper found out who makes use of more speech functions and the realization of these functions. The Teacher is the controller and use almost all of the speech functions. In other words, the power status and the number of the use of speech functions are claimed to be related in his or her paper. Furthermore, there is also a relationship between the gender and the choice of Mood structures; male Teacher gave more information and Command, offer and asked questions. The study assumed that culture could be the one of the reasons of the differences in the use of Mood structures.

Previous researches mostly dealt with the frequency of the Mood structures and who uses which structures for what function. Some researches relate the realization of Mood structures with gender; the male Teacher used more speech function than the female. In addition, it is also found out that the one who has more power uses more declarative structures, which is stated in Bankole and Ayoola (2005), Mehwish Noor, Moazzam Ali , Fakharh Muhabat and Bahram Kazemian (2015). However, there has been no research which comparesthe same participant when communicating with two different social statuses. Therefore, the present study will focus on Ellen, the main participant and find out which Mood structures she used to realize what speech function.

Research Questions

(1) Is there any difference in the use of Ellen's mood structure when communicating with the Vice President, Joe Biden, and a Teacher?

(2) Is there any difference in the use of Ellen's speech functions when communicating with the Vice President, Joe Biden, and a Teacher?

Background Of The Study

Mood Analysis

Systemic functional linguist, Halliday (1985), sees language has three functions: language as an experience, language as an exchange and language as a message. They are technically called ideational meaning, interpersonal meaning, and textual meaning respectively. Mood analysis is the grammatical realization of interpersonal meaning. There are three types of Mood structures: declarative, imperative and interrogative. In determining the type of Mood structures, some constituents of the Mood are necessary to identify: Subject, Finite, and Predicator.

What is Subject? Halliday and Matthiessen (2004: 117) stated that subject is "something by reference to which the proposition can be affirmed or denied". In fact, subject is "responsible for the functioning of the clause as an interactive event". It can determine the "success or failure of the proposition". It can be identified with the help of tag. For example, *She is a Teacher, isn't she?* In this example, *she* is a subject because it can be tagged.

What is Finite? "The Finite element, as its name implies, has the function of making the proposition finite." Halliday and Matthiessen (2004:115). It can be identified with the help of tag, too. For example, *She is a Teacher, isn't she?* In this example, *isn't* is a finite because it a verb used in a tag. According to Eggins (2004: 177), the mood structures can be identified with the order of Subject and Finite.

Declarative Mood is Subject + Finite +….. .

For example, She (Subject) + is (Finite) + a Teacher.

Polar Interrogative Mood is Finite + Subject+ …..

For example, Are (Finite) + you (Subject) + a Teacher?

In **Wh- Interrogative Mood**, if the Wh-element is the Subject, Subject + Finite and otherwise Finite+ Subject.

For example, Who (Subject) + did (Finite) + it? And What + did (Finite) + you (Subject) + do?

Imperative Mood can be in four structures.

(i) Finite + Subject.

  e.g Don't (Finite) + you (Subject) + go there.

(ii) Only Finite as a Mood element.

  e.g Do (Finite) + come here.

(iii) Only Subject as a Mood element.

  e.g Let's (Subject) + go.

(iv) Without Finite and Subject, only Predicator

e.g Study (Predicator) + your lesson.

Minor Clauses

Minor clause does not have Subject and Finite. It has 5 functions: Exclamations, Calls, Greetings, Alarms, and Backchannels or Continuatives. (Halliday and Matthiessen, 2014:196). Minor clauses functioning as exclamations are Wow!, Yuck!, Aha!, Bullshit!, Terrific!. Some exclamations are clauses such as What a nice view!, How pretty the girl is!. Calls include addressing someone or something whether it is animate or inanimate. For instance, Christ, Professor, You there!. Greeting-functioning minor clauses are Hello! Good Morning!, Welcome!, etc. Greetings also cover wishes such as Congratulations! Happy New Year!, Merry Christmas!. Minor clauses which functions as alarms are such warnings as Look out!, Quick!, Help! Fire!, etc. Backchannels include the fillers, which functions to keep the conversation going. For example, Yeah!, Okay, Uh-huh, mm, etc.

Ellipisis

There are two types of Ellipsis: Anaphoric ellipsis and Exophoric ellipsis. Anaphoric ellipsis usually occurs in a response to the previous message. For example, - Where are you going? – to the cinema. Here, Subject and Finite is omitted. Only "to the cinema" is provided. Exophoric ellipsis usually occurs when the situation or context is obvious. In other words, the speaker and the listener(s) know the subject and Finite is. For example, Hungry? To the park? In this example, the listener already knows who the speaker is talking about. Therefore, exophoric ellipsis is used when the 'subject' is clear to listeners.

METHOD

With the aim to find out the relation between the Mood analysis and the power status, the Talk Show is selected as a material where a great deal of interactions takes place. Ellen Talk Show has invited a number of guests from different social backgrounds such as politics, celebrities, teachers, musicians, etc. Among them, to compare the mood structures employed by Ellen when she communicated with two different social beings, Ellen Talk Show with Vice President, Joe Biden, and Elle Talk Show with a Teacher are chosen. In the Talk Show, some clauses talking to other people- the audience- are omitted.
The Ellen Talk Shows are transcribed from You-Tube video, first. Then the materials are analyzed using Systemic Functional Linguistics by Halliday (Eggins, 2004). To answer the research question, the mood structures of the conversations are first identified as Declarative, Imperative, Interrogative or Minor Clauses. Secondly, the mood structures

enjoyed by Ellen in both Talk Shows are extracted the difference. Thirdly, the speech functions of the clauses are determined as statement, questions, etc. Finally, the difference in the use of speech functions enjoyed by Ellen in both Talk Shows are compared. Therefore, the present study is a mixed method- both quantitative and qualitative.

FINDINGS AND DISCUSSIONS

Using Halliday's Systemic Functional Linguistics (1985), the present study analyzed two Ellen Talk Shows: the Talk Show with a Vice President and the Talk Show with a Teacher. Then, the mood structures and functions of each Talk Show are explored, followed by the comparison between the mood structures and functions by Ellen in two different Talk Shows. The following is the summary of the mood structures found in the Talk Shows.

Table 1. The Frequency of Total Mood structures found in both of the Talk Shows

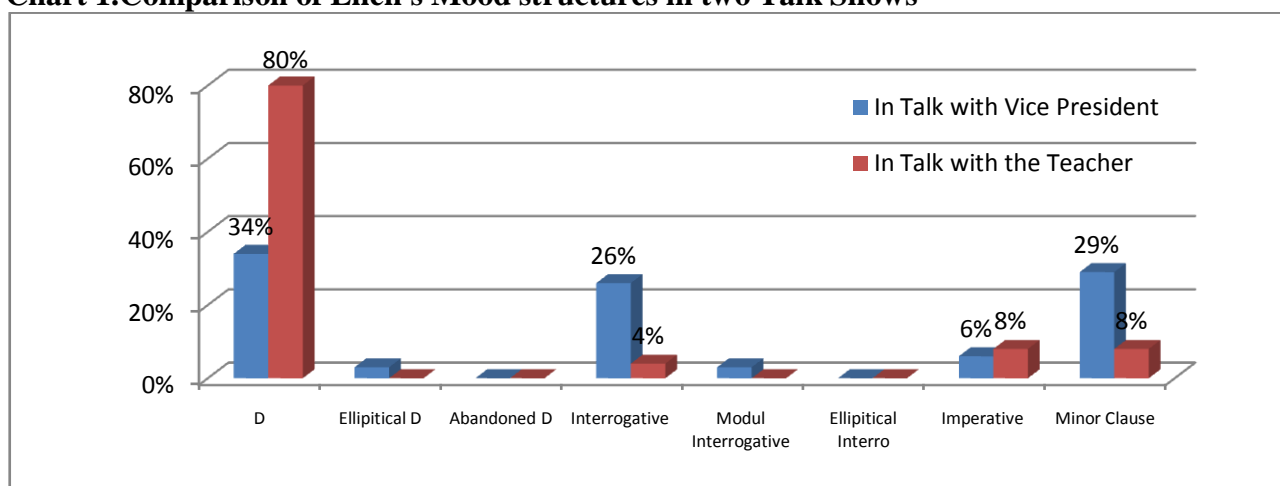| Mood Structures	Total No. in the talk with the Vice President	Total 100%	Total No. in the talk with the Teacher	Total 100%
D	67	61%	89	77%
Ellipitical D	4	4%	8	7%
Abandoned D	2	2%	0	0%
Interrogative	14	13%	2	2%
Modul Interrogative	3	3%	0	0%
Imperative	5	5%	6	5%
Minor Clause	15	14%	10	9%
Total	110	100%	115	100%

As shown in Table 1, there are altogether 110 clauses in the Talk Show with the Vice President and 115 clauses in the Talk with the Teacher. There is not much difference in the number of clauses between the two Talk Shows. Moreover, to make the data more valid, the Talk Shows are chosen with the little difference in the Talk Show time – both of them last 9 -10 minutes. The table shows that the most frequently used mood structure in both of the talk is Declarative - (67%) in the talk with the Vice President and (89%) the talk with Teacher. Most of the Declaratives are used for the statement in the Talk Shows, which agrees with the ideology by Eggins (2004).

However, the marked Declaratives are for the functions of offer, acknowledgement, question, and Command. For example,

Joe Biden   : By the way, I got a gift for you. (Offer)
Joe Biden   : I got a real gift, (Offer)
Joe Biden   : So this is for your mom. (Offer)
Ellen   : It's amazing what you are doing. (Acknowledgement)
Ellen   : That's so good. (Acknowledgement)
Ellen   : That's amazing. (Acknowledgement)
Ellen   : You can't be- you have to rest. (Command)
Ellen   : You have to be rested to go (Command)
Ellen   : and help these kids that you're doing. (Command)
Ellen   : So you have always wanted to be a teacher? (Question)
Ellen   : So and the biggest issue with the school is what? (Question)
Joe Biden   : By the way, you know what my wife said to me? (Question)

On the other hand, only two Modulative Interrogatives are enjoyed by the participants to make Offers; "Would you sit down?" and "May I do this?". The unmarked mood type for making an offer is Modulative Interrogatives (Eggins, 2004). However, this result of this research shows that speakers more frequently used Declaratives to make offers. To answer the research question – any difference in Ellen's use of Mood structures in two Talk Shows, only Ellen's Mood types are extracted and compared.

Chart 1.Comparison of Ellen's Mood structures in two Talk Shows

From the first glance at the Chart 1, it can be seen that Ellen used more Declaratives than Modulative Interrogatives, Imperatives and Minor Clauses. This is because of the field, Talk Show, where participants are supposed to exchange the information. Noticeably, in the talk with Vice President, Ellen used 29% of Minor clause, which is almost the same as 34% of Declaratives. This is because Ellen said greetings, employed backchanneling with the participants, especially with the Vice President. By comparing Ellen's use of mood type in both of the Talk Shows, it is noted that Ellen used more Declaratives with the Teacher (80%) than with the Vice President (34%). In other words, Ellen gave more information to the Teacher than to the Vice President, with whom Ellen, instead, gave more compliance, greeting and backchanneling (29%). This reveals the unequal encounter.

Surprisingly, Ellen used more Interrogatives with the Vice President (26%) than with the Teacher (4%). All the Interrogatives that Ellen used function as questions in order to ask for the information.

The use of Imperative "Thank you" in the talk with the Vice President is just to show the acknowledgement while the one in the talk with the Teacher- "Come on down"; "Tell me about most of the kids there" is to deliver the Command.

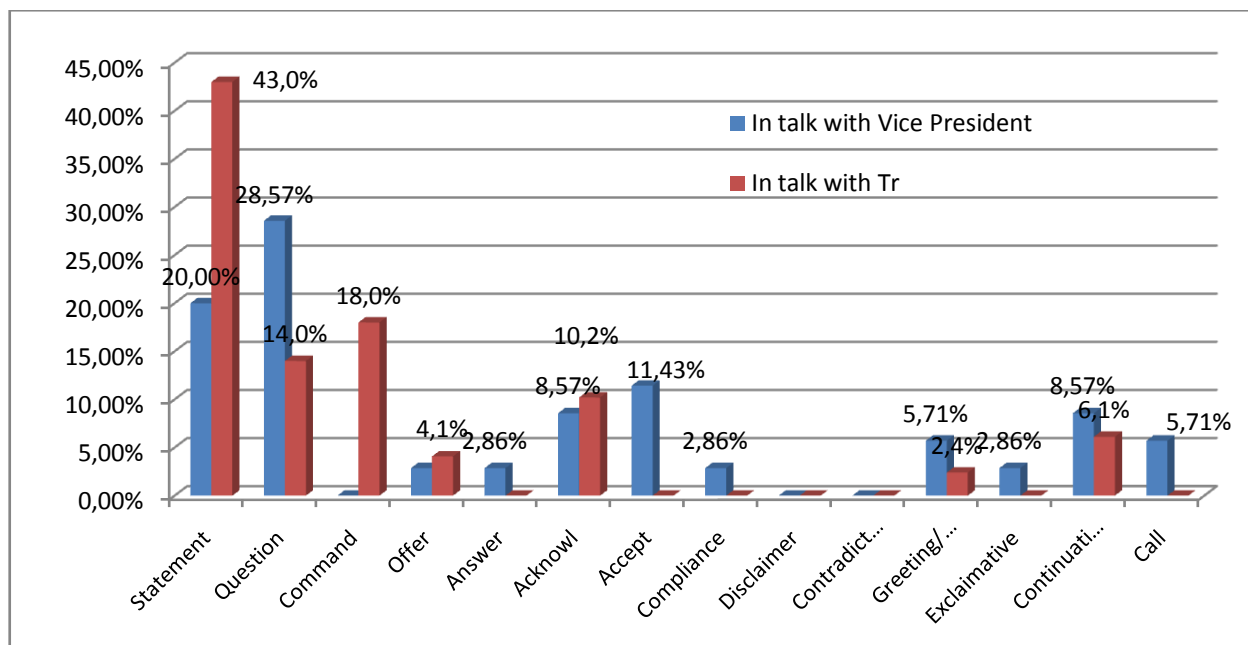**Table 2. The Frequency of Total Speech Functions found in both of the Talk Shows**

Function	Total No. in the talk with the Vice President	Total 100%	Total No. in the talk with the Teacher	Total 100%
Statement	48	43.64%	66	57.39%
Question	18	16.36%	7	6.09%
Command	6	5.45%	9	7.83%
Offer	11	10%	3	2.61%
Answer	3	2.73%	8	6.96%
Acknowledgement	4	3.64%	11	9.57%
Accept	5	4.55%	1	0.87%
Compliance	1	0.91%	2	1.74%
Disclaimer	3	2.73%	0	0.00%
Contradiction	1	0.91%	0	0.00%
Greeting/Wish	4	3.64%	2	1.74%
Exclamatives	1	0.91%	3	2.61%
Backchannel	3	2.73%	3	2.61%
Call	2	1.82%	0	0.00%
Total	110	100	115	100.00%

Table 2 shows the frequency of total speech functions found in both of Talk Shows. The number of clauses in the Talk Show with the Vice President and with the Teacher is 110 and 115 respectively. The table shows that the most frequently delivered function in both of the talk is statement- (43.64%) in the talk with the Vice President and (57.39%) the talk with Teacher, which means that a large amount of information is exchanged between the participants. During the talk with the Vice President, the Vice President shared the information about Affordable Care Act, which is the health insurance and his attitude towards birthdays, etc. Likewise, in the talk with the Teacher, the participants talked about the struggling of the Teacher's life. The use of statement functions to exchange the information during both of the talks.

On the other hand, the responding speech functions such as Compliance (0.91%), Contradiction (0.91%), Exclamatives (0.91%) are least enjoyed by the participants in the talk with the Vice President, and no Disclaimer, Call, nor Contradiction are found in the

talk with the Teacher. Undoubtedly, Greetings, Contradiction and Exclamatives are minor clauses and they are least common in both of the talks. In order to answer the research question_ any difference in Ellen's use of speech function in both Talk Shows, only Ellen's talks are excerpted from the Talk Shows. The percentage of the occurrence of speech function is calculated based on her own clauses. For example, Ellen used 35 clauses in the talk with the Vice President; 7 of them is the statement, which is 20 % of her own talk. The comparison of the speech functions by Ellen in both talks can be seen in Chart 2.

Chart 2. Comparison of Ellen's use of Function in two Talk Shows

In the talk with the Vice President, it is surprisingly found out that the highest frequency of the speech function is question, 28.57% of her talk. She asked the questions most of the time such as "What are you in Los Angles for?", "What are you and Jill gonna do for Valentine's Day?", "What is happening here". This implies that Ellen is the host of the Talk Show, she initiates the conversation. This opposites the finding of the Fairclough N. (2001, p.46), in which a powerful participant, Doctor, asked the questions to less power participants, students. Fairclough also stated that the more powerful participant control the subject position of the less powerful participant.

However, it is not found in the Talk Show that the Vice President controls the subject position of Ellen, the host of the Talk Show. This can obviously be noticed in the following exchange;

Ellen : What are you in Los Angeles for?

Vice President : Well now that you asked me.

This proves that Vice President is waiting for the host's initiation about a topic. Despite the use of questions in the Talk with the Vice President, there is no occurrence of Command in her initiating speech, Disclaimer or Contradiction in her response. The highest number of questions and the lowest number of Commands, Disclaimer and Contradiction reveal Ellen's responsibility and power status. Ellen, the one who is taking charge of the Talk Show, leads the discussion by asking questions and uses more acceptance and compliance to support the Vice President, instead. In the talk with Teacher, it is found out that the most frequently used function is statement (43%). Ellen most of the time gave information to the Teacher. She announced the donation to the school the teacher is working at and to the teacher, who has dedicated her own life into the unprivileged school. The least enjoyed functions are Answer, Accept, Compliance, Disclaimer. She did not receive any offer from the teacher, unlike the Talk Show with the Vice President, in which 11.43% is Acceptance. She also didn't contradict the information that the Teacher presented. By comparing Ellen's use of functions in two Talk Shows, it is found out that Ellen gives more information to the Teacher than to the Vice President. Instead, with the Vice President, Ellen asks more questions than giving information. This suggests that before the Talk Show, Ellen already had much more information about the Teacher than about the Vice President. The use of Command in the Talk with the Teacher (18%) despite no Command (0%) with the Vice President also shows the unequal encounter.

In addition, the use of acceptance in the Talk with the Vice President (11.43%) despite no acceptance (0%) with the Teacher indicates the unequal encounter. The Vice President offers Ellen some presents while Ellen is the one who offers the Teacher some money for the charity.

CONCLUSION AND SUGGESTION

In conclusion, the paper analyzes Two Talk Shows to highlight the difference in the Mood type and speech function. Ellen used more Declaratives with the Teacher but more Interrogatives with the Vice President. The speech functions are explored through the use of mood analysis from Halliday's Systemic Functional Linguistics. Concerning the exchange of information, it is surprisingly found out in the research that Ellen asks for more information to the Vice President while she gives more information to the Teacher. This contradicts with the finding of Fairclough (2001), where more powerful participant, Doctor, kept asking questions to the student and students only had to answer. Regarding the exchange of goods or services, it is significantly found out that Ellen tends to Command the Teacher despite no Command to the Vice President. In addition, the use of

acceptance in the Talk with the Vice President (11.43%) despite no acceptance (0%) with the Teacher indicates the unequal encounter. And there are not much difference in other responding functions such as compliance, acknowledgement, Disclaimer, Answer, and Contradiction. It can be concluded in this research that it is not a problem to ask questions to the higher social being using Interrogatives mood type. Consequently, there are fewer chances to share the information with the more powerful addressee than the less powerful addressee. However, fewer Commands and more acceptance of the service offer are used in order to talk With more powerful addressees.

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